Denise Juneau, Superintendent
Montana Office of Public Instruction
P.O. Box 202501
Helena, Montana 59620-2501
In-State Toll-Free 1-888-231-9393, Local (406) 444-3095
www.opi.mt.gov

Regular Term

Contact Information and Certification

Name and Legal Entity of Local Operating Agency Submitting Report:

_____

Address (Include Street, City, State, Zip Code and Email Address):

_____
_____
_____

List All Participating Districts:

_____
_____
_____
_____

Name, Title, Telephone and Email Address of Person to be Contacted about Report:

_____
_____
_____
_____

Deadline: June 30

Return to:
Angela Branz-Spall
Office of Public Instruction
Montana Migrant Education Program
P.O. Box 202501
Helena, MT 59620
(406) 444-2423
angelab@mt.gov

2009-2010 MONTANA MEP PERFORMANCE REPORT—Regular Term
2.3   EDUCATION OF MIGRANT CHILDREN (TITLE I, PART C)

This section collects data on the Migrant Education Program (Title I, Part C) for the reporting period of September 1-August 31. This section is composed of the following subsections:
- Population data of eligible migrant children;
- Academic data of eligible migrant students;
- Participation data – migrant children served during either the regular school year, summer/intersession term, or program year;
- School data;
- Project data;
- Personnel data.

Where the table collects data by age/grade, report children in the highest age/grade that they attained during the reporting period. For example, a child who turns 3 during the reporting period would only be reported in the "Age 3 through 5 (not Kindergarten)" row.

2.3.1 Population   Data

The following questions collect data on eligible migrant children.

2.3.1.1   Eligible Migrant Children

In the table below, provide the underlined number of **eligible** migrant children by age/grade. Include all children identified as migrant whether they participated in programs provided by the MT MEP or not. This number should be equal to the number appearing on completed Certificates of Eligibility.

Age/Grade	Eligible Migrant Children
Age birth through 2	
Age 3 through 5 (not Kindergarten)	
K	
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
Ungraded	
Out-of-school	
Total	

2.3.1.2   Priority for Services
In the table below, provide the underlined number of **eligible** migrant children who have been classified as having "Priority for Services." This is the total number of children identified.

Age/Grade	Priority for Services
Age 3 through 5 (not Kindergarten)	
K	
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
Ungraded	
Out-of-school	
Total	

FAQ on priority for services:
Who is classified as having "priority for service?" Migratory children who are failing, or most at risk of failing to meet the State's challenging academic content standards and student academic achievement standards, and whose education has been interrupted during the regular school year.

2.3.1.3   Limited English Proficient
In the table below, provide the underlined number of **eligible** migrant children who are also limited English proficient (LEP). Total number identified.

Age/Grade	Limited English Proficient (LEP)
Age 3 through 5 (not Kindergarten)	
K	
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
Ungraded	
Out-of-school	
Total	

2.3.1.4 Children   with Disabilities (*IDEA*)

In the table below, provide the <u>unduplicated</u> number of **eligible** migrant children who are also Children with Disabilities (*IDEA*) under Part B or Part C of the *IDEA*. Total number of children identified.

Age/Grade	Children with Disabilities (*IDEA*)
Age birth through 2	
Age 3 through 5 (not Kindergarten)	
K	
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
Ungraded	
Out-of-school	
Total	

2.3.1.5   Last Qualifying Move

In the table below, provide the <u>unduplicated</u> number of **eligible** migrant children by when the last qualifying move occurred. The months are calculated from the last day of the reporting period, August 31. This is the total number identified whether served or not.

Age/Grade	Last Qualifying Move Is within X months from the last day of the reporting period			
	12 Months	Previous 13 – 24 Months	Previous 25 – 36 Months	Previous 37 – 48 Months
Age birth through 2				
Age 3 through 5 (not Kindergarten)				
K				
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
Ungraded				
Out-of-school				
Total				

2.3.1.6   Qualifying Move During Regular School Year
In the table below, provide the underlined number of **eligible** migrant children with any qualifying move during the regular school year within the previous 36 months calculated from the last day of the reporting period, August 31.

Age/Grade	Move During Regular School Year
Age birth through 2	
Age 3 through 5 (not Kindergarten)	
K	
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
Ungraded	
Out-of-school	
Total	

2.3.2 Academic   Status
The following questions collect data about the academic status of **eligible** migrant students.

2.3.2.1 Dropouts
In the table below, provide the underlined number of **eligible** migrant students who dropped out of school. This number includes all children identified for whom this information is certain. Do not include children who may have migrated to another state or school district.

Grade	Dropped Out
7	
8	
9	
10	
11	
12	
Ungraded	
Total	

FAQ on Dropouts:
How is "dropped out of school" defined? The term used for students who, during the reporting period, were enrolled in a public or private school for at least one day but subsequently left school with no plans on returning to enroll in a school and continue toward a high school diploma. **Students who dropped out-of-school prior to the 2008-2009 reporting period should be classified NOT as "dropped-out-of-school" but as "out-of-school youth."**

2.3.2.2 GED

In the table below, provide the total <u>unduplicated</u> number of **eligible** migrant students who obtained a General Education Development (GED) Certificate.

Obtained a GED in your project	

2.3.2.3 Participation in State NCLB Assessments-REGULAR TERM

The following questions collect data about the participation of eligible migrant students in State NCLB Assessments.

2.3.2.3.1 Reading/Language Arts Participation

In the table below, provide the <u>unduplicated</u> number of **eligible** migrant students enrolled in school during the State testing window and tested by the State *NCLB* reading/language arts assessment by grade level.

Grade	**Enrolled**	**Tested**
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
Ungraded		
Total		

2.3.2.3.2 Mathematics Participation

Grade	**Enrolled**	**Tested**
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
Ungraded		
Total		

2.3.3   MEP Participation Data

The following questions collect data about the participation of migrant students served during the regular school year, summer/intersession term, or program year.

<u>Unless otherwise indicated</u>, participating migrant children include:

- Children who received instructional or support services funded in whole or in part with MEP funds.
- Children who received a MEP-funded service, even those children who continued to receive services (1) during the term their eligibility ended, (2) for one additional school year after their eligibility ended, if comparable services were not available through other programs, and (3) in secondary school after their eligibility ended, and served through credit accrual programs until graduation (e.g., children served under the continuation of services authority, Section 1304(e)(1–3)).

Do <u>not</u> include:
- Children who were served through a Title I SWP where MEP funds <u>were </u>consolidated with those of other programs.
- Children who were served by a "referred" service only.

2.3.3.1 MEP Participation – Regular School Year

The following questions collect data on migrant children who participated in the MEP during the **regular** school year. Do <u>not</u> include:
- Children who were only served during the summer/intersession term.

2.3.3.1.1 MEP Students <u>Served </u>During the Regular School Year

In the table below, provide the <u>unduplicated</u> number of **participating** migrant children who received MEP-funded instructional or support services during the regular school year. Do **not** count the number of times an individual child received a service intervention.

Age/Grade	Served During Regular School Year
Age Birth through 2	
Age 3 through 5 (not Kindergarten)	
K	
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
Ungraded	
Out-of-school	
Total	

2.3.3.1.2 Priority for Services – During the Regular School Year

In the table below, provide the <u>unduplicated</u> number of **participating** migrant children who have been classified as having "priority for services" and who received instructional or support services during the regular school year.

Age/Grade	Priority for Services
Age 3 through 5	
K	
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
Ungraded	
Out-of-school	
Total	

2.3.3.1.3 Continuation of Services – During the Regular School Year

In the table below, provide the <u>unduplicated</u> number of **participating** migrant children who received instructional or support services during the regular school year served under the continuation of services authority Sections 1304(e)(2)–(3). Do **not** include children served under Section 1304(e)(1), which are children whose eligibility expired during the school term.

Age/Grade	Continuation of Services
Age 3 through 5 (not Kindergarten)	
K	
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
Ungraded	
Out-of-school	
Total	

2.3.3.1.4 Services

The following questions collect data on the services provided to participating migrant children during the regular school year.

FAQ on Services:
What are services? Services are a subset of all allowable activities that the MEP can provide through its programs and projects. "Services" are those educational or educationally related activities that: (1) directly benefit a migrant child; (2) address a need of a migrant child consistent with the SEA's comprehensive needs assessment and service delivery plan; (3) are grounded in scientifically based research or, in the case of support services, are a generally accepted practice; and (4) are designed to enable the program to meet its measurable outcomes and contribute to the achievement of the State's performance targets. Activities related to identification and recruitment activities, parental involvement, program evaluation, professional development, or administration of the program are examples of allowable activities that are NOT considered services. Other examples of an allowable activity that would not be considered a service would be the one-time act of providing instructional packets to a child or family, and handing out leaflets to migrant families on available reading programs as part of an effort to increase the reading skills of migrant children. Although these are allowable activities, they are not services because they do not meet all of the criteria above.

2.3.3.1.4.1 Instructional Service – During the Regular School Year

In the table below, provide the underlined number of **participating** migrant children who received any type of MEP-funded instructional service during the regular school year. Include children who received instructional services provided by either a teacher or a paraprofessional. Children should be reported only once regardless of the frequency with which they received a service intervention.

Age/Grade	Children Receiving an Instructional Service
Age birth through 2	
Age 3 through 5 (not Kindergarten)	
K	
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
Ungraded	
Out-of-school	
Total	

2.3.3.1.4.2   Type of Instructional Service

In the table below, provide the number of **participating** migrant children reported in the table above who received reading instruction, mathematics instruction, or high school credit accrual during the regular school year. Include children who received such instructional services provided by <u>a teacher only</u>. Children may be reported as having received more than one type of instructional service in the table. However, children should be reported only once within each type of instructional service that they received regardless of the frequency with which they received the instructional service.

Age/Grade	Reading Instruction	Mathematics Instruction	High School Credit Accrual
Age birth through 2			
Age 3 through 5 (not Kindergarten)			
K			
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
Ungraded			
Out-of-school			
Total			

FAQ on Types of Instructional Services:
What is "high school credit accrual"? Instruction in courses that accrue credits needed for high school graduation provided by a <u>teacher</u> for students on a regular or systematic basis, usually for a predetermined period of time. Includes correspondence courses taken by a student under the supervision of a teacher.

2.3.3.1.4.3 Support   Services with Breakout for Counseling Service

In the table below, in the column titled **Support Services**, provide the <u>unduplicated</u> number of **participating** migrant children who received <u>any</u> MEP-funded support service during the regular school year. In the column titled **Counseling Service**, provide the <u>unduplicated</u> number of **participating** migrant children who received a counseling service during the regular school year. Children should be reported only once in each column regardless of the frequency with which they received a support service intervention.

Age/Grade	Children Receiving Support Services	Breakout of Children Receiving Counseling Service

Age birth through 2		
Age 3 through 5 (not Kindergarten)		
K		
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
Ungraded		
Out-of-school		
Total		

FAQs on Support Services:
a) *What are support services?* These MEP-funded services include, but are not
   limited to, health, nutrition, counseling, and social services for migrant families; necessary educational supplies, and transportation. The one-time act of providing instructional or informational packets to a child or family does not constitute a support service.

b) *What are counseling services*? Services to help a student to better identify and enhance his or her educational, personal, or occupational potential; relate his or her abilities, emotions, and aptitudes to educational and career opportunities; utilize his or her abilities in formulating realistic plans; and achieve satisfying personal and social development. These activities take place between one or more counselors and one or more students as counselees, between students and students, and between counselors and other staff members. The services can also help the child address life problems or personal crisis that result from the culture of migrancy.

2.3.3.1.4.4   Referred Service – During the Regular School Year

In the table below, provide the underlined number of **participating** migrant children who, during the regular school year, received an educational or educationally related service funded by another non-MEP program/organization that they would not have otherwise received without efforts supported by MEP funds. Children should be reported only once regardless of the frequency with which they received a referred service. Include children who were served by a referred service only or who received both a referred service and MEP-funded services. Do not include children who were referred, but received no services.

Age/Grade	Referred Service
Age birth through 2	
Age 3 through 5 (not Kindergarten)	
K	
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
Ungraded	
Out-of-school	
Total	

2.3.3.3 MEP Participation – Program Year

In the table below, provide the <u>unduplicated</u> number of **participating** migrant children who received MEP-funded instructional or support services at any time during the program (calendar year Aug 31-Sept 1) year. Do **not** count the number of times an individual child received a service intervention.

Age/Grade	Served During the Program Year
Age Birth through 2	
Age 3 through 5 (not Kindergarten)	
K	
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
Ungraded	
Out-of-school	
Total	

2.3.4 School Data

The following questions are about the enrollment of eligible migrant children in schools during the regular school year.

2.3.4.1 Schools Attending Report Summary

In the table below, provide the number of public schools that enrolled **eligible** migrant children at any time during the regular school year. Schools include public schools that serve school age (i.e. grades K through 12) children. Also, provide the number of **eligible** migrant children who were enrolled in those schools. Since more than one school in a state may enroll the same migrant child at some time during the year, the number of children may include duplicates.

Number of schools served	
Number of children enrolled in those schools (may include duplicates)	

2.3.5 MEP Project Data

The following questions collect data on MEP projects.

2.3.5.1 Type of MEP Project

In the table below, provide the number of projects that are funded in whole or in part with MEP funds. A MEP project is the entity that receives MEP funds by a subgrant from the State or through an intermediate entity that receives the subgrant <u>and</u> provides services directly to the migrant child. Do <u>not</u> include projects where MEP funds were consolidated in SWP.
Also, provide the number of migrant children **participating** in the projects. Since children may participate in more than one project, the number of children may include duplicates.
Below the table are FAQs about the data collected in this table.

Type of MEP Project	Check type	Number of Migrant Children Participating in the Projects
1. Regular school year – school day only		
2. Regular school year – school day/extended day		
3. Summer/intersession only		
4. Year round		

FAQs on type of MEP project:
a. What is a project? A project is any entity that receives MEP funds either as a subgrantee or from a subgrantee and provides services directly to migrant children in accordance with the State Service Delivery Plan and State approved subgrant applications. A project's services may be provided in one or more sites.

b. What are Regular School Year – School Day Only projects? Projects where <u>all</u> MEP services are provided during the school day during the regular school year.

c. What are Regular School Year – School Day/Extended Day projects? Projects where <u>some</u> or <u>all</u> MEP services are provided during an extended day or week during the regular school year (e.g., some services are provided during the school day and some outside of the school day; e.g., all services are provided outside of the school day).

d. What are Summer/Intersession Only projects? Projects where all MEP services are provided during the summer/intersession term.

e. What are Year Round projects? Projects where all MEP services are provided during the regular school year and summer/intersession term.

2.3.6.   MEP Personnel Data

The following questions collect data on MEP personnel data.

2.3.6.1   Key MEP Personnel

The following questions collect data about the key MEP personnel.

2.3.6.1.2   MEP Staff

In the table below, provide the headcount and FTE by job classification of the staff <u>funded by the MEP</u>. Do **not** include staff employed in SWP where MEP funds were combined with those of other programs. **Below the table are FAQs about the data collected in this table.**

Job Classification	Regular School Year	
	Headcount	**FTE**
Teachers		
Counselors		
All paraprofessionals		
Recruiters		
Records transfer staff		

FAQs on MEP staff:
a. How is the FTE calculated? The FTE may be calculated using one of two methods:
   1.   To calculate the FTE, in each job category, sum the percentage of time that staff were funded by the MEP and enter the total FTE for that category.
   2.   Calculate the FTE using the number of days worked. To do so, first define how many full-time days constitute one FTE for each job classification in your State for each term. (For example, one regular-term FTE may equal 180 full-time (8 hour) work days; one summer term FTE may equal 30 full-time work days; or one intersession FTE may equal 45 full-time work days split between three 15-day non-contiguous blocks throughout the year.) To calculate the FTE number, sum the total days the individuals worked in a particular job classification for a term and divide this sum by the number of full-time days that constitute one FTE in that term.
b. Who is a teacher? A classroom instructor who is licensed and meets any other teaching requirements in the State.
c. Who is a counselor? A professional staff member who guides individuals, families, groups, and

communities by assisting them in problem-solving, decision-making, discovering meaning, and articulating goals related to personal, educational, and career development.

d. Who is a paraprofessional? An individual who: (1) provides one-on-one tutoring if such tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher; (2) assists with classroom management, such as organizing instructional and other materials; (3) provides instructional assistance in a computer laboratory; (4) conducts parental involvement activities; (5) provides support in a library or media center; (6) acts as a translator; or (7) provides instructional support services under the direct supervision of a teacher (Title I, Section 1119(g)(2)). Because a paraprofessional provides instructional support, he/she should not be providing planned direct instruction or introducing to students new skills, concepts, or academic content. Individuals who work in food services, cafeteria or playground supervision, personal care services, non-instructional computer assistance, and similar positions are not considered paraprofessionals under Title I.

e. Who is a recruiter? A staff person responsible for identifying and recruiting children as eligible for the MEP and documenting their eligibility on the Certificate of Eligibility.

f. Who is a record transfer staffer? An individual who is responsible for entering, retrieving, or sending student records from or to another school or student records system.

2.3.6.1.3 Qualified Paraprofessionals

In the table below, provide the headcount and FTE of the qualified paraprofessionals funded by the MEP. Do **not** include staff employed in SWP where MEP funds were combined with those of other programs. Below the table are FAQs about the data collected in this table.

	Regular School Year	
	Headcount	**FTE**
Qualified paraprofessionals		

FAQs on qualified paraprofessionals:

a. How is the FTE calculated? The FTE may be calculated using one of two methods:
1. To calculate the FTE, sum the percentage of time that staff were funded by the MEP and enter the total FTE for that category.
2. Calculate the FTE using the number of days worked. To do so, first define how many full-time days constitute one FTE in your State for each term. (For example, one regular-term FTE may equal 180 full-time (8 hour) work days; one summer term FTE may equal 30 full-time work days; or one intersession FTE may equal 45 full-time work days split between three 15-day non-contiguous blocks throughout the year.) To calculate the FTE number, sum the total days the individuals worked for a term and divide this sum by the number of full-time days that constitute one FTE in that term.
   Who is a qualified paraprofessional? A qualified paraprofessional must have a secondary school diploma or its recognized equivalent and have (1) completed 2 years of study at an institution of higher education; (2) obtained an associate's (or higher) degree; or (3) met a rigorous standard of quality and be able to demonstrate, through a formal State or local academic assessment, knowledge of and the ability to assist in instructing reading, writing, and mathematics (or, as appropriate, reading readiness, writing readiness, and mathematics readiness) (Section 1119(c) and (d) of *ESEA*).